

THE DIAL

A SEMI-MONTHLY JOURNAL OF
Literary Criticism, Discussion, and Information.

EDITED BY
FRANCIS F. BROWNE.

Volume XXX.
No. 340.

CHICAGO, AUGUST 16, 1900.

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No. 340. AUGUST 16, 1900. Vol. XXIX.

CONTENTS.

	PAGE
A YEAR OF CONTINENTAL LITERATURE—II.	89
TWO GREAT PUBLIC SCHOOLS OF ENGLAND. H. M. Stanley	93
A TRANSITION PERIOD IN AMERICAN HISTORY. Francis Wayland Shepardson	94
STUDIES OF THE HUMAN SPECIES. Frederick Starr	96
RECENT BOOKS ON EDUCATION. B. A. Hins- dale, A. S. Whitney	97
Smith's The Teaching of Elementary Mathematics. —Adams's Public Educational Work in Baltimore. —Dewey's The School and Society.—Sheldon's The Ethical Sunday School.—Fitch's Educational Aims and Methods.—Sweet's American Public Schools.—MacCunn's The Making of Character.— Sarah L. Arnold's Reading.—Bolton's The Second- ary School System of Germany.—Seeley's History of Education.—Welton's The Logical Basis of Edu- cation.—Howe's Advanced Elementary Science.— Warner's The Nervous System of the Child.	
BRIEFS ON NEW BOOKS	100
Preservation of forest trees.—The bright side of the story of Philadelphia.—The growth of Nationality. —Readable, if apocryphal, memoirs.—A half- century of naval architecture.—Mellie poetry of the Greeks.—Twenty years of consular experiences.— Our foreign civil service.—The Nicaraguan canal and country.	
BRIEFER MENTION	102
NOTES	103

A YEAR OF CONTINENTAL LITERATURE.

II.

It is now about twenty years, says Mr. C. K. Elout, writing of the literary history of the past twelvemonth in Holland, since "De Nieuwe Gids" started a new intellectual and artistic movement.

"The movement swept over the country like a huge wave, and caused an immense disturbance, for the bold behaviour of the young authors, their courageous criticism of their predecessors, and especially their coinage of new and strange expressions, roused a storm of anger

and indignation. But at the same time a band of admirers gathered around them with an enthusiasm equal to the indignation displayed on the other side. And for many years the battle went on fiercely. It looked as if both parties were determined to fight 'to the bitter end,' but at length the opposition to the 'new literature' was abandoned slowly and sullenly. The older generation gave way. It continued writing in its own old-fashioned style—though modified to a great extent by contact with its adversaries—but it stopped criticizing."

Of the writers who were identified with the new movement—Messrs. Verwey, van Deyssel, van Eeden, Gorter, and Kloos—only one, the first named, has published anything during the past year. The writer last named, however, has made a "literary" marriage which has attracted as much attention as a new book from his pen would have done. His bride is Miss Jeanne Reyneke van Stuwé, whose first book, "Hartstocht" (Passion), "is a short novel in which the author describes the life of one whom she thinks to be a man of passion, but who is really nothing of the kind, merely a base and reckless rake." The same young woman "has also issued a collection of poems in praise of Mr. Kloos, which an outsider—I mean one who is neither Mr. Kloos nor Miss Reyneke—cannot help finding rather monotonous." The chief novels of the year are "Als Kaf voor den Wind" (As Chaff before the Wind), by a pseudonymous lady; "Geloof" (Faith), by Miss de Savornin Lohman; "Kameleon," by Mr. V. Loosjes; and "Verborgten Bronnen" (Hidden Springs), by Miss Augusta de Wit. Mr. Couperus has turned to fairy-tales. His "Fidessa," "is both interesting in its story and beautiful in the exquisite poetry of its language." The leading play of the year is "Het Zevende Gebod" (The Seventh Commandment), by Mr. Heyermans. This "tragic-comedy of love without marriage in a flat in the Quartier Latin of Amsterdam" has proved immensely successful as a stage production.

Mr. Leopold Katscher, writing from Hungary, begins his article with mention of some works of serious scholarship. Among them are the "History of Greece" of the late Professor Schvarcz; a "History of the Greeks," by Professor G. Gyomlai; "The Life and Poetry of Imre Madách," by Mr. M. Palágyi; "Hungarian Music in the Nineteenth Century," by Mr. Kornel Abranyi; "The Kingdom of Hungary," by Mr. A. V. Matlekovits;

"Studies in Social Politics," by Mr. Mano Somogyi; "The Solution of the Peace Problem," by Mr. Ferencz Kemény; and "Woman's Work," by Mr. Andor Máday. In poetry, mention is made of Mr. Sandor Feleki's "Wandering Clouds," "a collection of nearly a hundred pieces of genuine poetry of a dreamy sort, without a trace of artificiality." In the drama, there are "Mother Earth," by Mr. István Géczy; "Prince Unique," a fairy piece by Mr. Elek Benedek; "Learned Professor Hatvani," a comedy in verse by Mr. Emil Makai; and "Shakespeare," by Mr. Árpád Zigány. In fiction, mention is made of "Among Strangers," by Mr. Ferencz Herczeg; "Blue-Eyed Mrs. Dávidka," by Mr. G. Gárdonyi; "The Last," by Mr. Dezső Malonyay; and the "Dying Gladiator," by Mr. Árpád Abonyi. Mr. Jokai's new book is the most important of all this fiction, and is characterized as "a highly fantastic romance, which created the more stir as the writer gave up his widower's state last year in his seventy-fifth year to marry a young lady of twenty, and the book is highly personal, though not autobiographical. Love and old age are the subjects round which the master's extraordinary imagination revolves. He squanders a whole mine of sarcasm, humor, self-mockery, bitter truth, and romantic extravagance. This strange production reads like a fascinating mixture of Boccaccio, Jules Verne, and E. T. A. Hoffmann." "Aged but not Old" is the appropriate title of this characteristic work.

In Italy, writes Sig. Guido Biagi, the greatest literary successes of the year have been two foreign productions — the "Quo Vadis" of Mr. Sienkiewicz, and the "Cyrano" of M. Rostand. The former, published in an authorized translation by Sig. F. Verdinois, has, owing to a defect in the copyright laws, been also translated by several other hands, and thus pirated right and left. Its vogue, both as a book and as a drama, has been something extraordinary, and has even led to the preparation of illustrated postcards, beyond which popularity can no farther go. The past year, — "which in the history of the Catholic world will be called the Anno Santo or year of jubilee — might in a literary sense, as far as Italy is concerned, be called the Dantesque year, since in it coincide centenaries of Dante's vision, and also of the year of his priorate (1300). . . . The cult of the hero as poet has taken at the present day a form which would have pleased even Carlyle, since he is celebrated by the younger men, and becoming more and more popular."

The Florentines have now a Dante lectureship

in full swing, and the poet is periodically expounded in Orsanmichele.

"Lectures on Dante and readings from his works have been given everywhere this year, and the finest cantos of the 'Commedia' have even been recited on the stage. In fact, the poet has been all the rage, and the natural eloquence, not to say verbosity, of the Italians must have found utterance to the full in this enthusiasm."

The serious works upon Dante include "Dante and Heresy," by Sig. Felice Tocco; "La Vita e la Coltura Italiana al Tempo di Dante," by various writers, and a further instalment of the work entitled "Poesie di Mille Autori intorno di Dante Allighieri," which, intended to fill twelve volumes, will be "a complete collection of poems, including those written in imitation of Dante, in all languages." Sig. Carlo del Balzo is the editor of this work. In literary history, Sig. A. Belloni has written an account of the seventeenth century, Sig. G. Fumagalli has compiled a "Parini Album," Sig. de Amicis has published "Memorie," and Sig. Vittorio Pica has discussed recent French authors in a volume entitled "Letteratura d'Eccellenza." An important life of Leopardi has been published, described as written by the poet himself, but in reality compiled by the editor, Sig. G. Piergili, being a mosaic of extracts from Leopardi's writings. Sig. d'Annunzio's "Laudi del Cielo, del Mare, della Terra, e degli Eroi," including a hymn in praise of Dante, is a book "full of images, visions, and thoughts of wonderful beauty, with a faint archaic perfume of Franciscan poetry." Other volumes of poetry are "Poemetti," by Sig. G. Pascoli; "Leggenda Eterna," by Signorina Aganoor; "Primavera Fiorentina," by Sig. Ferrari; and "Canzoni," by Sig. Antonio della Porta. The first place among novels belongs to the "Fuoco" of Sig. d'Annunzio. Other novels are "L'Illusione," by Sig. F. de Roberto; "La Signorina," by Sig. G. Rovetta; "Il Giuoco dell' Amore," by Sig. Ugo Ojetti; "Sant' Elena," by Sig. G. Rossi; "Le Militaresse," by Captain O. San Giacomo; "Un Duello," by Sig. F. Crispolti; and "A Raccolta," by Signorina A. Giacomelli. The one noteworthy theatrical success — Sig. Giacosa's "Come le Foglie" — has already been mentioned; of theatrical interest are Sig. Rasi's "I Comici Italiani," a richly illustrated work, and the translation of Shelley's "Cenci" made by Sig. A. de Bosis. This tragedy will soon be produced upon the Italian stage, which should do something to put the poet's countrymen to shame. Many works of historical interest have appeared. We note the first vol-

names of the "Rerum Italicarum Scriptores," "La Fine d' un Regno," by Sig. R. de Cesare; "Storia d' Italia Contemporanea," by Sig. Paolo Orsi; and "Il Centro di Firenze," a volume issued by the Commune of Florence. The writer glances in conclusion at the scientific output, remarking that "the archaeological discoveries at Rome, the *Stele arcaica*, the Oriental Congress, the Congress of Christian Archaeology, the centenaries of Paulus Diaconus and Francesco Filelfo, the commemoration of the great legal writer Francesco Carrara, of Lucca, and other events, have given rise to many valuable publications." Senator D. Comparetti's monograph on the *Stele arcaica* is particularly noteworthy. Of philosophical publications, the most important seem to be "Le Mostruosità dello Spirito," by Sig. Venturi; "Rosmini-Spencer," by Sig. G. Vidari; "Nord e Sud," by Sig. F. S. Nitti; and "Il Governo Locale Inglese e le Sue Relazioni con la Vita Nazionale," by Sig. Pietro Bertolini.

Mr. C. Brinchmann, writing of Norwegian literature, naturally gives the first place to Dr. Ibsen's "When We Dead Awake," and accepts the sub-title, "a dramatic epilogue," as meaning that this work "is to be the last link in the chain of ideas that have occupied his mind since 'A Doll Home' appeared." Herr Jonas Lie, like Dr. Ibsen, has chosen an artist's career for the subject of his this year's novel.

"Both writers seem to have drawn largely on personal experience, their difference of temperament being made clearly evident. Where Dr. Ibsen's drama reveals concentrated self-consciousness coupled with much that is tender, Herr Jonas Lie's novel, 'Faste Forland,' shows its author's frank disposition and absolute faith in the eventual triumph of life's healthy instincts, as clearly as when in his youth, after the usual fate of an inexperienced financial promoter, the inevitable final shock only broke the chrysalis to send forth the novelist. And all the best qualities of this delightful narrator show themselves once again in this his latest volume, which would doubtless appeal favorably to many in the country that love Dickens. On the other hand, English readers more seriously inclined would value the later books of Herr Arne Garborg for their clear reasoning and fearless inquiries into life's realities, presented as they are with a masterly perfection of language and imagery. His last Christmas production, 'Den Bortkomne Faderen,' is a clever narrative in monologue form about silenced doubts and fears, written with the same purpose to fight the good fight and win back the belief in an all-good, almighty Ruler. In an article like this it is only possible to point out how intelligent, thinking readers of Herr Garborg's book are charmed by the purer atmosphere into which he leads them, where no clash of arms resounds."

Other works of interest are "Harald Svan's Mother," an "Aristophanic Comedy" by Herr

G. Heiberg; "Gammelholm," a "grand novel" by Herr Peter Egge; "Norges Dæmring," a descriptive history of Norwegian literature during the thirties, by Professor G. Gran; and a biography of Welhaven, by Professor A. Löchen. The death of J. B. Halvorsen, who had almost completed his "Norsk Forfatter Lexicon," has deprived Norway of its greatest authority on literary matters. Certain philological publications have brought on

"A renewed contest between the rival camps of Landsmaal and Rigemaal, one side urging the substitution of an artificial aggregate of dialects for the usual Norwegian written language, the other opposing any such innovation, the two representatives of the contending parties being the poets Herr Björnson and Herr Garborg."

Professor A. Belcikowski gives an interesting account of Polish *belles lettres* for the year.

"The Nestor of our novelists, Mr. T. T. Jez, a man who has rendered many services to literature, has recently increased the number of valuable works which he has written by publishing a tale, 'By the Waters of Babylon,' which describes the melancholy life led by the Polish refugees in Paris. Madame E. Œrzeszko, who also belongs to the older generation, still continues to improve, so far, at least, as the artistic form of her fiction is concerned, and, in my opinion at any rate, her latest romance, 'The Argonauts,' is even more mature than any of her previous efforts."

Other works of fiction are "The Homeless Race," by Mr. S. Zeromski; "Risztan" and "The Abyss of Misery," by Mr. W. Sieroszewski; "The Eye of the Prophet," by Mr. W. Lozinski; "For a Million," by Mr. A. Gruszecki; "Letters of a Madman," by Mr. A. Niemojewski; and "The Forest," by Mr. W. Zmudski. The leader of the moderns, "Mr. S. Przybyszewski, writes his poetry in prose, and continues the practice in his recent effusions, 'On the Sea,' 'In the Path of Souls,' and 'Androgyne,' but except to the initiated he remains unintelligible; the thought in his works loses itself in dreamy phantoms and apocalyptic phraseology. There is nothing of importance in the way of drama. There are some new farces and some plays by authors of no repute, who have made no real addition to the literature of the stage."

The recent celebration of the fifth centenary of the University of Cracow led to the appearance of several works in the history of Polish education. A "History of Polish Literature," in six volumes, by Mr. P. Chmielowski, is "the first work of the kind which has afforded a synthetic account of the whole of our literature." Other books are "Literary Criticism in France," by Mr. E. Przewoski; "The Devil in Poetry," by Mr. J. Matuszewski; "St. Francis of Assisi," by Mr. E. Porembowicz; and "Studies and Sketches from the History of Art and Civilization," by Mr. Sokolowski.

Mr. Constantine Balmont writes of literary Russia in somewhat pessimistic strain. Although the past year witnessed the Pushkin centenary, "There did not appear a single book or a single essay worthy of the great poet, and the historical date which should have been the joyful festival of a great people forms another ignominious page in literary chronicles."

Count Tolstoy's "Resurrection" has been the one great work of the year.

"It presents a remarkably complicated picture, parts of which may produce a frigid impression upon the spectator, or even shock his feelings, but it is, considered as a whole, a magnificent fresco not to be forgotten, and unique. It is impossible to express any deep regrets that Count Leo Tolstoy has not openly given himself up to a purely artistic impulse, as he did in his Homerically great novels 'Anna Karenina' and 'War and Peace.' But in spite of all the fatiguing deficiencies of his improving and sermonizing manner, the new novel shows that Tolstoy even now, when his life is drawing to a close, may furnish us with types and create effects with all the force of youth. The description of spring at the beginning of the novel; the description of the *maison publique* and the fallen women; the description of the malodorous prison, which depressed even the attendants in it; the breaking up of the ice; the autumnal night when the heroine Katusha runs after the train in which Nekhludov, who has deceived her, is departing; the various scenes of convict life—all these are pictures such as show an artist of the first rank who understands how to be responsive to the most varying demands."

The work of next importance in the year's literature is "Thomas Gordeyev," a novel by Mr. Maxim Gorski.

"This novel, which depicts the life of the tradesmen who live about the Volga, is as complete and finished as a lyrical poem. The types are powerfully drawn with bold strokes, and the language of the tradesmen, always picturesque and incisive, has for the first time in Russia found its artist."

Mr. Merezhovski has written "The Resurrection of the Gods," a romance having Leonardo da Vinci for its hero.

"A certain change is perceptible in the ordinary life of contemporary Russian singers, owing to the circumstance that a poetical club has been established at St. Petersburg, founded by Mr. K. K. Sluchevski, the best of living Russian poets; and a company for the publication of books, called the 'Scorpion,' has been started at Moscow, around which the younger bards have grouped themselves."

Important new editions of the poets Tintchev and Fet, and of the critic Bielinski, have been published. Among works of scholarship the following should be mentioned: "Village Economy in Muscovy in the Sixteenth Century," by Mr. N. Rozhkov; "Aids to Lectures on Russian History," by Mr. B. Kliuchevski; "The Economic Development of Europe Till the Rise of Capitalism," by Mr. Maxim Kovalevski; "European Novels Dur-

ing Two-Thirds of the Nineteenth Century," by Mr. P. Boborikin; and "The Struggle for Idealism," by Mr. A. Volinski. Generally speaking, the writer thinks that

"The season just closed has shown more life than that which preceded it. The inevitable separation between 'fathers' and 'children' raises the temperature of journalistic life. Unfortunately the opponents of all that is new in literature, seeing almost a mortal sin in the creation of new forms of poetical production, appear to be intellectually flaccid, and greet the constant struggle of ideas with a heap of interjections. But youth must be young, and no amount of shrieks can prevent us from celebrating our poetical May."

Last of all in the series of reports, we come to Don Rafael Altamira's account of Spanish literature.

"No one, it may be assumed, will be surprised that after the disastrous issue of the struggle in Cuba and the Philippines the intellectual classes in Spain have felt the necessity of studying plans for national reorganization, and have been led to consider the causes of our decline and our inferiority to other nations and the means of bringing about a new renaissance. Clearly, while they interest the nation more than any others, books that deal with these questions offer to foreigners valuable sources of information regarding the actual condition of our commonwealth, and the aspirations of those among us who form, or may form, the governing classes."

"El Problema Nacional," by the late Macias Picavea, makes

"A truly scientific study of the Spanish people and the problems before it, tracing the general outlines of its innate peculiarities and their history, and analyzing the influence of its physical condition, and especially the causes of its decline and also the remedies for them, the chief of which he considers to be popular education."

Other works in this field are "La Moral de la Derrota," by Señor Morote; "Hacia otra España," by Señor Maeztu; "Problemas del Día," by Señor Silió; "Del Desastro Nacional y Sus Consecuencias," by Señor Isern; and "Los Desastres y la Regeneración de España," by Señor Rodriguez Martinez. Addresses upon this subject have also been made, and afterwards printed, by the author of the present article, by Señor Echegaray and by Señora Bazán. Works of erudition are mentioned in great numbers, the most conspicuous place being given to the *Festschrift* inscribed to Professor Menendez y Pelayo, and containing fifty-seven monographs by the most distinguished Spanish and foreign scholars. Fiction is illustrated by "Morsamor," by Señor Valera; three new "Episodios Nacionales," by Señor Galdós; and a volume of stories by Señora Bazán. In poetry and the drama little work of any consequence has appeared during the year.

The New Books.

TWO GREAT PUBLIC SCHOOLS OF ENGLAND.*

The term Public Schools, in English usage as distinct from American usage, denotes boys' boarding-schools that fit for the universities. These schools are established upon private foundations, and are made free only to a small number of day scholars, called "foundationers," in the town in which they are situated. Thus, the public school is merely set off from the private tutor, as when Thomas Arnold writes that his experience "seems to point out no one plan of education as decidedly the best; it only says that public education is the best when it answers. A very good private tutor would tempt one to try private education; or a very good public school, with connections with the boys at it, might induce one to venture upon public."

The stories of two of these great English public schools—Rugby and Charterhouse—form the subjects of two excellent volumes of a series which is to cover the whole system of the leading public schools of England. Rugby is treated by the Assistant Master, Mr. H. C. Bradby, who has, while confessedly giving nothing new, compiled the main facts into a useful sketch. Rugby School was founded in 1567, "in accordance with the will of Lawrence Sheriffe, citizen and grocer of London," to be a free school "chiefly for the children of Rugby and Brownsover." For the first century of its life it had but a precarious existence; but with Henry Holyoake, who held the head mastership for forty-three years, from 1687 to 1731, it began a vigorous career. Thomas James, Henry Ingles, and John Wooll were successors of note. Of the last named it is recorded that he "did not forget Solomon's precept, and we read of one occasion when in the extraordinarily short space of fifteen minutes he flogged the whole of a form of thirty-eight boys, who had thought fit to put a stop to a lesson by the simple expedient of going away."

After this redoubtable flogger came the greatest of all masters, Thomas Arnold.

"What Arnold did for public schools was to alter and expand, to a degree which amounted to a revolution, the aims and objects which these institutions set before

*RUGBY. By H. C. Bradby, B.A. Illustrated. "Handbooks to the Great Public Schools." New York: The Macmillan Co.

CHARTERHOUSE. By A. H. Tod, M.A. Illustrated. "Handbooks to the Great Public Schools." New York: The Macmillan Co.

themselves. Before his time the avowed object of the public schools was to impart learning; systems and discipline were subservient to this end, and though incidentally they had other effects, their main object was to render learning possible and effective; if this object was attained their work was done, and they were judged by their success or failure in this respect. Arnold took a much broader view of the objects of education; while deeply impressed with the importance of learning, he realized that it was only a part of education, and that the great end and aim of education was the formation of character. This was the great object which was to dominate all others: to this end learning and everything else must be subservient. The ideal which he set before himself was to train boys to become not merely scholars but Christian gentlemen. . . . He accepted the two great features of English public schools, the liberty allowed to all, and the power exercised by the senior over the junior boys; but he bent all his energies to bring it about that the liberty should not be mere license, and that the power should be exercised for good and not for evil, as had been too often the case. . . . Arnold's greatness and his success lay in the fact that he did inspire a very large proportion of boys placed in authority with something of his own spirit of duty, and that in the minds even of boys who did not come into personal contact with him he implanted a feeling of their responsibility as members of a great society. In this way he did succeed in showing what a public school, in spite of its imperfections, 'might,' to use his own phrase, 'and ought to be.' He did succeed in rousing people to the fact that the aim of education was not merely to stimulate the intellectual faculties but the moral faculties as well, that the great object to be pursued was the formation of character. In this he was a pioneer, and his example soon had great results."

The most noted men of letters who have come from Rugby are Walter Savage Landor, A. H. Clough, and Matthew Arnold. Landor's independent and fiery personality displayed itself at Rugby as in all his later life. When the head master knocked at his door, his only reply was, "Get thee hence, Satan!" and "it was for writing scurrillous verses in the head master's album that that strange genius had finally to be removed." Landor's name is linked with Rugby by the lines on "The Swift joining the Avon," just as Arnold's is by his great poem on "Rugby Chapel." Thomas Hughes, who has been described as "the incarnation of the highest form of the British school-boy, the best type of the character of the school which moulded him," has immortalized Rugby scenes in "Tom Brown's Schooldays."

The second chapter of this book gives a detailed description of the buildings and grounds. A large and well-equipped art museum is an unusual feature in a boy's school, but it seems very serviceable at Rugby. The third chapter gives a brief account of the work of the school, while the fourth is devoted to societies, games, etc. Several pages are given

to football, and we note that this game is "compulsory for all below the Sixth who have not got a medical certificate of unfitness."

Charterhouse, though not so familiar a name as Rugby, is one of the great and venerable English public schools. It dates from 1609, and was founded by Thomas Sutton, a banker of London. The name Charterhouse is a corrupt form of "Chartreuse," it being situated on the site of "L'Abbaye Chartreuse" at Smithfield; and hence the name Charterhouse is properly spelled as one word, and members of the school are known as "Carthusians." By the Chantry Acts of Henry VIII. and Edward VI., a large number of grammar schools where Latin had been taught were done away with.

"Now Latin was then the universal language of international commerce. Knowledge of Latin at that time was as necessary for foreign commerce as a knowledge of French and German is now. Sutton, a man of business in many lands, must have felt that his countrymen, who were losing their Latin, were at a disadvantage in commerce,—just as boys who neglect modern languages are at the present time. So in founding a grammar school Sutton was founding the equivalent of a modern technical school."

Charterhouse cannot count so distinguished a line of masters as Rugby. One of the early masters, Robert Brooke, "was ejected for flogging boys who did not share his political views." Dr. Russell, who was head master in the early part of this century, abolished flogging, and substituted fines, to the indignation of the boys who regarded flogging "as very gentlemanly, but fines most ungentlemanly." The rebellion against fines was so fierce that Dr. Russell re-adopted flogging, and one of the students of the times writes that on the day when fines were abolished, "when we all walked into school together, we found a perfect forest of birch rods, and I should think that the whole school-time of two hours was expended in the use and application of them." The rod is now rarely used at Charterhouse. In the realm of letters, Thackeray was the most distinguished son of Charterhouse, and he shows in his writings a devoted attachment to the school.

In 1872 Charterhouse was removed from London to new buildings at Godalming. Chapter II. of the volume devoted to this school is an illustrated description of the "New Charterhouse." Chapters III.-VIII. give accounts of the varied life there, work, plays, discipline, manners, prizes, expenses, etc. Charterhouse, like other public schools, has been greatly hu-

manized in the last few decades; legalized fighting and the worse forms of bullying have been suppressed, and the power of the monitor over the fag has been restricted. It is also notable that now in this school, where, as in other schools, athleticism has been dominant, "intellectual pursuits are regarded with tolerance"; the scholarly boy is no longer subject to constant persecution. Another change at Charterhouse is one which does not meet with the unlimited approval of the author—namely, the mapping out of the boy's leisure time by set games and entertainments, so that he no longer has time fully to himself to act upon his own initiative.

"There does appear a distinct danger of public schools becoming more and more what they are sometimes said to be, 'the home of the commonplace.' Hitherto their tradition has been to encourage manliness, self-reliance, independence, and a high sense of duty; the monitorial system taught all, first how to obey, and afterwards how to command, while the unrestricted life fostered originality and self-reliance. What will be the results of the present method, time must show."

These little handbooks are compends of information, and are presumably meant more to be consulted than to be read. However, they are clearly written and well illustrated, and will be of considerable interest to the general reader, and of special interest to the educator, the tourist, the alumnus, and the patron.

H. M. STANLEY.

A TRANSITION PERIOD IN AMERICAN HISTORY.*

The years which intervened between the second term of President Monroe and the triumph of "the people" in the election of their favorite Andrew Jackson were years marked by many changes in the political, social, industrial, and intellectual life of the United States. The departure from the scene, with the passing of Monroe, of the generation which had been influential in the revolutionary movements, and the incoming of a new stock of voters, many of them born "since the war," were accompanied by a corresponding shifting of ideas which made the "era of good feelings" notable for the numerous revolutions effected in thought and life.

The fifth volume of Mr. McMaster's "History of the People of the United States" is largely given to an examination of these revo-

* A HISTORY OF THE PEOPLE OF THE UNITED STATES, from the Revolution to the Civil War. By John Bach McMaster. In seven volumes. Volume V., 1821-1830. New York: D. Appleton & Co.

lutions. After some consideration of the preliminary questions that later became important in the settlement of the Texas and Oregon problems, an extended chapter deals with the Monroe Doctrine, tracing its history up to the time when it was formulated by the President whose name it bears, the occasion which called it forth being indicated at length. The history of the Holy Alliance is so related as to show how a "meaningless pledge" of 1815, framed in a moment of religious excitement, led the allied rulers into a position where they were forced to oppose all popular government, until at Aix-la-Chapelle in 1818 they became organized into a mutual association for the insurance of monarchy. This chapter is a fair type of the volume, which is largely taken up with essays descriptive of the development of ideas in the United States, essays on Socialistic and Labor Reforms, on the Negro Problem, the Industrial Revolution, Early Literature, British Criticism of the United States, the Common School in the First Half Century, and Political Ideas in the First Half Century. These essays lead up to the surprisingly rapid changes of the period under consideration, and in many instances the interplay of forces is admirably, if perhaps unconsciously, indicated. The account is very interesting of the agitation by laboring men for a shorter day, of the influence upon labor and society of the invention and introduction of labor-saving machinery, of the preaching of doctrines of social betterment with the accompaniment of the formation of communities for the working out of theories. Men are taught the wisdom of cutting loose from old party ties, and the attractiveness of the anti-masonic party is in a measure understood as people look to see the new leader or the most likely new theory.

The beginnings of the importance of urban life are noted in such striking paragraphs as this:

"At New York, now the metropolis of the country, the growth of the city was astonishing to its own citizens. The population numbered one hundred and sixty-two thousand, an increase of forty thousand in five years. To keep pace with such an inpouring of strangers was hardly possible. More than three thousand buildings were under way in 1825, yet such was the press that not an unoccupied dwelling house existed in the entire city, and it was quite common to see families living in houses with unfinished floors, with windows destitute of sashes, and in which the carpenters had not hung a single door. Nor was this an accident. Year after year the same thing occurred, and on one first of May—the great 'moving day'—three hundred homeless people gathered in the park with their household goods and were lodged in the jail till the houses they had rented were finished and made habitable."

The same activity was indicated in business circles as in domestic.

"Five hundred new mercantile houses were said to have been established in the city in the early months of 1825, a statement well borne out by the crowded condition of the mercantile newspapers. The 'Gazette' in seven days contained 1,115 new advertisements, and in one issue, a week later, printed 213, and stated that 23 others were left out for want of space."

The lack of preparation of the people for the rapid changes can hardly be better indicated than by mention of a newspaper which would let twenty-three advertisements escape it because of "want of space." As another indication, it may be mentioned that of the three thousand dwellings reported as building in 1825, it is related that, "Most of these houses were built by speculators, and were erected so cheaply and hastily that several fell down while in course of construction; others were torn down by order of the authorities."

The attempts of the citizens to wrestle with the new problems of city life naturally were extremely faulty. The cleaning of the streets, the protection from fire and from evil doers, the lighting of streets and houses, caused the residents of the new cities just as much trouble as they do people of to-day, and, as presented by Mr. McMaster, stand in suggestive opposition to the difficulties of rural life, where vast sums were spent in schemes for the improvement of transportation, and thousands of dollars were buried in connection with efforts to solve problems in which highway and canal and railroad figured largely. The questions of the city and the country differed materially, but in each place the same characteristics marked the period,—the temptation to deal in futures, a wild rush for speculation, an abundance of cheap money, social distress, relief laws, then a gradual settling down on a firmer and steadier basis.

The changes which were taking place in political ideas were as numerous and as marked as those in the field of social life. New and more liberal constitutions were adopted, granting a wider suffrage and more generous privileges. Ideas advanced in theory as part of the revolutionary movement became realized in fact. A number of perplexing and puzzling problems presented themselves for solution,—the status of the free negro, the quieting of Indian titles (notably in Georgia), the ever important matter of slavery extension, the actual working of tariff provisions. Put these with an occasional diplomatic question,—the Panama Congress, the settlement of the dis-

puted Maine boundary, the future of Oregon, the possibilities in the direction of Texas,—and one has the panorama passing before him, which Mr. McMaster has successfully described.

The political history in the volume is comparatively unimportant. The discussion of the problems mentioned everywhere dominates. But a word must be said of the account of the development of the "Jackson men," and the attractiveness of the study of the machinery of popular elections which was being formed in opposition to the congressional caucus. Why it was that Jackson had such a hold upon the common people will certainly be clearer to anyone after reading Mr. McMaster's story.

In mechanical construction this volume, which is the smallest of the five in the series, reveals the haste in which it was printed, a haste which is apparent notwithstanding the length of time of the publishers' preliminary announcements of "ready soon" and "in press," promises for whose fulfillment eager students waited long. Careful proof-reading would have prevented such mistakes as "Nile's Register" (p. 7), "\$3,720 dollars" (p. 24), "Washinton" (p. 24), "the French . . . was about to invade and seize Cuba" (p. 53). A little care might have avoided anachronisms in maps, as in the one on page 121, where the United States in 1826 is shown with one of the lines marked "confirmed by Mexico in 1828." The same map indicates the line of $54^{\circ} 40'$ as being quite a distance north of the line of 55° . Chicago and Milwaukee are given place, and some names of places important in early history are misspelled. In a number of pages the plates are faulty, especially in the foot-notes.

FRANCIS WAYLAND SHEPARDSON.

STUDIES OF THE HUMAN SPECIES.*

For a long time no new books of serious character dealing with the Human Races were printed in English. After the battle over monogenistic and polygenistic ideas, giving rise to such books as Nott and Gliddon's works and Knox' "On Race," the only serviceable work was Peschel's "Races of Men." The long silence was broken by Brinton's "Races and Peoples," which was quickly followed by Keane's "Ethnology." Then Ratzel was given an English dress, and recently three highly

important books have appeared, Keane's "Man, Past and Present," Ripley's "Races of Europe," and the book before us, Deniker's "Races of Man." The author is Librarian at the Museum of Natural History in Paris, and has long been prominent in the anthropological work of France.

The alternative title, "An Outline of Anthropology and Ethnology," gives a fair idea of the scope of the work. The first seven chapters study the characters investigated by anthropologists—the Somatic (Morphological, Physiological, and Pathological), the Ethnic (including Linguistic), and Sociological (Material Life, Psychic Life, Family Life, and Social Life) characters. Attention is then turned to Systematic Ethnology. In one chapter the matter of Classification of Races and Peoples is presented. The method of defining races by the synthesis of a few fundamental somatological characters, carefully examined and traced out through humanity, was first fully carried out by Topinard, who thus defined nineteen original races. Deniker pursues the same method, but makes out and names twenty-nine races. These are succinctly described. In grouping these in a table, the author considers the *hair* as a fundamental character for subdivision purposes and recognizes six groups: (A) Woolly hair, broad nose (four types); (B) Curly hair or wavy (four types); (C) Wavy brown or black hair, dark eyes (seven types); (D) Fair, wavy or straight hair, light eyes (two types); (E) Straight or wavy hair, dark, black eyes (four types); (F) Straight hair (eight types). These twenty-nine race-types, when grouped to show relationship, give rise to some seventeen new groups which are characterized and then rather unsatisfactorily arranged in a two-dimension tabulation.

The author next examines the distribution of these races and groups, taking up five great world divisions in the following order: Europe, Asia, Africa, Oceania, America. He is everywhere exact and rigid, laying down hard and fast lines. There is no doubt or uncertainty in his statements, no controversies or difficulties. Here we have such and such types, pure or unmixed; there we find such and such a combination. The author is undoubtedly too arbitrary, yet some degree of arbitrariness is inherent in the nature of such a treatise. It is best, perhaps, to admit his assumptions; but we ought always to remember that all types have not yet been finally marked out, and that many conclusions here presented will surely be modified.

*THE RACES OF MAN. By J. Deniker. London: Walter Scott. (Imported by Charles Scribner's Sons, New York.)

It is fair to say, however, that the author has read widely and has carefully weighed his reading.

Interest naturally centres in Deniker's treatment of the populations of Europe, a subject which has engaged his attention for years, and upon which he is high authority. It will be remembered that Dr. Ripley, whose book we recently noticed in these columns, claimed but three European types—Mediterranean, Alpine, Teutonic. It was a view ideally simple and attractive. Deniker recognizes six principal and four secondary races. Two of his six principal races are fair-haired, four are dark-haired. The six principal races are the Northern, Eastern, Ibero-insular, Western or Cevenole, Littoral or Atlanto-Mediterranean, Adriatic or Dinaric. Each of these is described and the influence of each in the present populations examined. On the whole, without claiming for it inerrancy, Deniker's classification better suits us than Ripley's. In his discussion of each world district, the author first presents an outline of the prehistoric evidence regarding past populations, and then discusses those of the present.

We always read, with great satisfaction, the discussions, in these general treatises, of those areas with which we are least familiar. It is only when we read those dealing with ground most familiar to us that we become doubtful and hesitant. Where in the large list of European writers have we a discussion of American ethnologic problems that is half-way satisfactory? Peschel fell far short. Ratzel, Schmidt, Keane, Nadaillac, always just fail to grasp relations and bearings. Deniker does little better. The realization of this failure in the field we best know always leaves a haunting dread lest other fields may be as bad. Let us hope not.

A word of criticism must be made either of the translator or proof-reader of this book. The statement that there are but two thousand Livonians is almost as startling as that the English lung capacity is 3.7 cubic metres. One of the best features of the book is its series of tables of measurements; but unless their proof-reading has been done with great care their value is gone.

FREDERICK STARR.

SUBSCRIPTIONS are being collected throughout Poland for the presentation of a jubilee gift to Mr. Henryk Sienkiewicz. The presentation is to be made in November next, and it is sanguinely expected that sufficient money will be subscribed to purchase a country estate for the famous novelist.

RECENT BOOKS ON EDUCATION.*

Perhaps the most significant of the recent announcements of educational publications is that of the "Teacher's Professional Library," edited by Dr. Nicholas Murray Butler and published by the Macmillan Company. The published list contains books on the various studies of the secondary schools, to be written by favorably known teachers. That the editor and publishers should venture on so extensive an enterprise speaks well for the educational intelligence and interest of the country, at least as these gentlemen view matters. They evidently expect teachers and scholars to respond liberally to their enterprise, and it is to be hoped that they will do so. It fell to the lot of Dr. D. E. Smith, of the Brockport, N. Y., Normal School, to open the series, which he has done in a commendable way in his "Teaching of Elementary Mathematics." If the opinion which is held in some quarters to the effect that of late the teaching of mathematics has suffered in the attention that it has received in comparison with some other subjects, this volume will do something to redress the balance. Again, one of the serious educational questions of the time is, What parts of mathematics shall be taught in the elementary schools? One of the merits of the book is that it will help to find a practical answer to this question. For example, Dr. Smith's criticisms on the current arithmetic and suggestions of reform are thoroughly sensible and judicious. The author considers his three main subjects, arithmetic, algebra, and geometry, under the four aspects: nature of the study, educational value, history, and method, handling them in a manner that the great majority of teach-

*THE TEACHING OF ELEMENTARY MATHEMATICS. By David Eugene Smith, Principal of the State Normal School at Brockport, N. Y. New York: The Macmillan Co.

PUBLIC EDUCATIONAL WORK IN BALTIMORE. By H. B. Adams. Baltimore: The Johns Hopkins Press.

THE SCHOOL AND SOCIETY. By John Dewey, Professor of Pedagogy in the University of Chicago. Supplemented by a statement of the University Elementary School. The University of Chicago Press.

THE ETHICAL SUNDAY SCHOOL: A Scheme for the Moral Instruction of the Young. By Walter L. Sheldon. New York: The Macmillan Co.

EDUCATIONAL AIMS AND METHODS: Lectures and Addresses. By Sir Joshua Fitch. New York: The Macmillan Co.

AMERICAN PUBLIC SCHOOLS: History and Pedagogics. By John Sweet. Chicago: The American Book Co.

THE MAKING OF CHARACTER: Some Educational Aspects of Ethics. By John MacCunn, Professor of Philosophy in University College, Liverpool. New York: The Macmillan Co.

READING: How to Teach It. By Sarah Louise Arnold. Boston: Silver, Burdett & Co.

THE SECONDARY SCHOOL SYSTEM OF GERMANY. By Frederick E. Bolton. New York: D. Appleton & Co.

HISTORY OF EDUCATION. By Levi Seeley. Chicago: The American Book Co.

THE LOGICAL BASIS OF EDUCATION. By J. Welton. New York: The Macmillan Co.

ADVANCED ELEMENTARY SCIENCE. By Edward Howe. New York: D. Appleton & Co.

THE NERVOUS SYSTEM OF THE CHILD. By Francis Warner. New York: The Macmillan Co.

ers for whom the book is intended cannot fail to find illuminating and helpful. Our severest criticism of the book is that the author has not always distributed his matter in as clear and logical a way as he might have done. The mechanical make-up and appearance of the volume are excellent.

Professor H. B. Adams gives in "Public Educational Work in Baltimore" an interesting account of such work done since 1876 by or under the auspices of the Johns Hopkins University. It is a good contribution to the literature of University Extension, although the work that is treated has not always, or generally, borne that name. A beginning was made before University Extension had been introduced into the country; moreover, the claim is made that the first conscious attempt to introduce English university methods into this country were made in 1887 by individuals connected with Johns Hopkins. The monograph closes with an interesting but rather strained attempt to find educational meaning in Washington's relations to Baltimore.

When the first reports of the University Elementary School of Chicago reached the outside world, they were not taken seriously save by isolated persons here and there. It was not anticipated by teachers and educators generally that the school would last long, or that it would teach any important lessons, save one very old lesson that has been so many times repeated that an additional repetition can hardly make it more impressive. But to the surprise of persons holding this view, the school has lived on until it is now in its fourth year, and has more eyes fixed upon it to-day, undoubtedly, than any other elementary school in the country. This fact must be admitted, but just what may be its significance is a question that would call out a diversity of answers. In our view its meaning will be found in large part, but not wholly, in current dissatisfaction with our conventional common school education, and desire to find something better. Although considerable has been written about this school, we have not had hitherto an authorized statement of its aims and methods. This lack is now supplied by Professor Dewey, the author of the school, in his book entitled "The School and Society." This volume consists of three lectures "supplemented by a statement of the University school," the whole comprehending but one hundred and twenty-five pages. But small as it is, it is not impossible that the book will come to hold some such prominence among the pedagogical books of the time as the school itself is now holding among the schools of the country. The central ideas of the three lectures are that the school has entirely failed to keep pace with social progress, and must be readjusted to society; that, owing in great part to this failure, the school has fallen out of relation to the life of the child and must in some way be brought back into such relation, and that, as a result of these two facts, there is now great waste in education going on. Furthermore, the readjustment of the school to society and to child-life can-

not be effected on the lines of reconstructed scholasticism or a new course of study, but must be accomplished on the lines of manual training, cooking, sewing, drawing, modelling, and the other "fads and frills" which call down the wrath of educational conservatives. While no one can tell what the future of the University Elementary School may be, it does not require much foresight to see that it can never become the type of the public elementary school: its cost and the delicacy of the organization make this impossible. But it would be a great mistake to identify the fortunes of the book and the fortunes of the school. The book has virtue, no matter what the future of the school may be. It is to be hoped, therefore, that teachers will be more interested in making some practical application of this virtue to the schools of the country than in watching the development of the little institution in Chicago that was the occasion of this virtue obtaining literary expression.

It was perfectly natural that the promoters of the Ethical Culture movement should impress the Sunday school into their service, and that they should begin to produce a Sunday School literature. Still, so far as we are aware, Mr. Sheldon's "An Ethical Sunday School" is the first essay in that direction. The book has, however, other sources of interest. The distinction between the new type of school and the old one is thus expressed:

"We desire that all that sanctity which in the conventional Sunday school has been connected with the word 'God' should surround the thought of the Moral Law. It is the Moral Law which should sanctify the thought of God, rather than the thought of God which should sanctify the Moral Law."

We are told further that the aim is—

"To associate the sentiments belonging to the Eternal, the Infinite, the Absolute, with the distinction between right and wrong, with the thought of the Moral Law, but not to use these words so that they shall become hackneyed before the child-mind has begun to have any conception at all as to what these words stand for."

We do not propose to discuss the new ideal, or even to give an account of the *modus* by which it is proposed to realize it. On the latter point, the author tells us that his book is a description of the system of Sunday School work that has been developed in an Ethical Sunday School in St. Louis. He has evidently devoted much time and thought to the subject, and his work may, in our opinion, be read with advantage by the managers and teachers of conventional Sunday Schools. They may get from it some useful ideas of method and of systematic instruction, if nothing more. For ourselves, we think there is a valuable suggestion in the statement:

"We undertake to develop certain *tendencies* of thought and feeling in the young, or to develop a certain *attitude of mind* on the problems of life, rather than to give the young a specific knowledge or to impart definite beliefs or facts of scriptural history."

"Educational Aims and Methods," by the veteran English educator, Sir Joshua Fitch, will naturally attract the attention of the better class of American

teachers, to whom he is so favorably known. These teachers will desire no other recommendation of the book than that it is, in a sense, supplementary to the author's well-known "Lectures on Teaching," which has been republished by more than one American house. The volume is composed of lectures and addresses that have been given at various times within the last few years before different audiences in England and America. These discourses treat of miscellaneous subjects, so that the book has no distinct centre of unity. The subjects dealt with lie in "the borderland" which "separates the corporate life of the school from the larger life of the family and the community," as Sir Joshua puts it, and are all interesting and important. The book contains fifteen lectures and addresses.

That veteran educator of the Pacific Coast, Mr. John Sweet, has made a useful contribution to the literature of the profession that he has honored, in "American Public Schools." The peculiar feature of the book is that it is made up in something like equal measure of history and pedagogies; a combination for which, in the case of the great majority of teachers, much can be said. To this class of persons the volume may be strongly recommended.

Professor MacCunn's "The Making of Character" is a valuable addition to the literature of moral training. The book covers a wide field of topics, and covers it well and wisely. Incalculably more valuable than intellectual training, moral training, in its nature, processes, and methods, if not in its results, is yet much less understood. There is, indeed, an extensive literature of moral counsel and exhortation, some of it of great value; but there is a great lack of a body of definite and practical teaching, or a moral pedagogy, that teachers can use. This book is not just the book that is most needed, but it will do something to supply that need. It abounds in quotable passages.

"Reading: How to Teach It," by Sarah Louise Arnold, Supervisor of Schools of Boston, Mass., is one of the most attractive and sensible books that has appeared on the subject in many a day. In choice of matter and in method of presentation it is thoroughly practical and exceedingly suggestive, its key-note being a setting forth of the best methods of teaching a pupil *how* to read and *what* to read, and of creating within him a permanent love for choicest reading. Every page shows the masterful author and the experienced supervisor. It is a fine contribution to this important branch of learning, and should be welcomed by every teacher of reading. We predict for it a large sale.

"Advanced Elementary Science" is the latest volume in the "International Education Series." It is by Professor Edward Howe, author of "Systematic Science Teaching," and is intended to provide symmetrical outlines for grammar grades similar to those therein provided for primary grades. The book treats of the elements of botany, zoölogy, geology, mineralogy, and astronomy, and offers rich suggestions and illustrations of the best methods of

presentation to pupils. The aim of the work, like that of its fore-runner, is the cultivation of accurate habits of observation, the acquirement of common facts, and the establishment of proper apperception bases for future scientific instruction. It will be exceedingly helpful to the great mass of teachers in this field of work, and should receive a warm welcome.

"The Logical Bases of Education," by J. Welton, Professor of Education in the Yorkshire College, Victoria University, is well written, thoughtful, and scholarly, and aims to point out a system of instruction whereby logical habits of thinking and study can best be developed. It is, however, too far beyond the grasp of the ordinary teacher to attract serious attention, or to be of much value as an educational contribution. It could wisely be denominated a Logic, and placed in that particular field.

Mr. Seeley's "A History of Education" is designed especially for teachers preparing for examination. The book is not based on theory, has no logical beginning or ending, makes no claim to thoroughness, but aims to furnish plain, accurate material of sufficient comprehensiveness to meet the demands of all reasonable examining boards.

Professor F. E. Bolton's "Secondary School System of Germany" is a very interesting volume. The book is the outcome of a year's residence devoted to an examination of the school system and to a study of the underlying principles involved. It treats in a very clear and concise manner of the general organization and management of the schools, the status of the teacher, the course of study, the higher education of women, and of many other topics of special interest and value to American students. The author is especially happy in depicting those very features of the system which the average educator is most anxious to know about. The author is also unique in that he does not fall down and worship at the German educational shrine as so many are wont to do, but is as quick to portray their defects as their excellences. The book is a valuable contribution to the literature on this subject, and should be extensively read.

"The Nervous System of the Child," by Francis Warner, M.D., author of "The Study of School Children and their Training," is clear, comprehensive, and scientific, and is the result of long study and practice as teacher and physician. It treats of the following topics: the brain and body in infancy and early childhood; the child at school; observation, description, and classification of children in school; evolution of the child and his brain power; physical care of the child, hygiene and feeding; the training and teaching of young children; advancing school method and teaching; the nerve centres in infancy school life and adolescence, their health and training; and mental hygiene and voluntary mental power. In view of the wide-spread interest in everything that pertains to the welfare of the child, these topics ought to prove of unusual interest to teachers and to the public generally. B. A. HINSDALE.

A. S. WHITNEY.

BRIEFS ON NEW BOOKS.

*Preservation
of forest trees.*

It is more than half a generation since a few scientific men, to whom the situation had become an increasingly grave one, formed in Washington "The American Forestry Association," which has long labored under all the disadvantages pertaining to any movement the need of which is unrecognized by the people at large. When an American frontiersman sees a tree—at any rate, on land over which he has any control—he cuts it down. That is part of the instinct of clearing the ground for work. But the American lumberman has cleared it simply for profit, with no knowledge that thus he was creating inevitably not only arid lands, but disease and other unpleasant conditions. Our forests have vanished not only before the axe and the general march of what we call civilization, but by the fires of yearly recurrence. Even now, as these words are written, the most glorious trees eye of man in this country has ever rested upon—the redwoods of California—are at the mercy of a lumber corporation, and the women of California are cogitating what to do about it. In short, while the meaning of a tree is becoming a trifle clearer to the general mind, we need all the education that can be given, in school and out, to fix the fact that man cannot make a tree, and that its destruction save for essential purposes is a crime. In good time, then, comes an admirable manual for just such ends,—*"North American Forests and Forestry,"* by an expert, Mr. Ernest Bruncken of the Wisconsin Forestry Commission; his German name not only implying but insuring the patient, careful, indefatigable work that is evident in every page of the volume. The twelve chapters, with their full table of contents and index, mean a book that should be on the shelves of every lover of trees, and no less on those of every householder in city or country, since to act as it directs is now a recognized duty of the citizen. Waste is an American vice,—waste of food, of material in a thousand ways, of life itself, in our hurry and rush. There is no need of surprise, but there is surely need for shame, as we read the story of our own wholesale destruction of what we have the right to use as a gift of nature, but never the right to waste or recklessly destroy. The book pleads for general education in this study, not alone for the personal knowledge and its pleasure, but as a national necessity, and it makes all the reasons plain. Mr. Bruncken's work is clear, definite, practical, above all in its definition of what Forestry really is, and the clearest of statements as to what deforestation means in the life of the people. The final chapter, "Forestry as a Profession," opens up a new place in life for many a nature lover, and is as thoroughly commonsense as are other suggestions. The book is not a technical manual, save as some technicalities are a necessary part of the presentation. It is a very live, very earnest statement of needs, as well as a

story of Forestry at home and abroad; and every school that keeps Arbor Day should have it on the school library shelves, as motive and reason for the custom that Arbor Day is at last making a national matter. The book is published by the Messrs. Putnam.

*The bright side
of the story of
Philadelphia.*

"The Story of Philadelphia" (American Book Co.), by Miss Lillian Ione Rhoades, is intended for use as a text-book in the public schools of that city, as an aid to "the training of pupils to intelligent and virtuous citizenship." The work is a good one for the purpose, so far as it goes, but it seems to us to go scarcely half way. It has apparently been prepared on the theory that the training aimed at is to be got by the pupil through the contemplation of the virtues and achievements of a historic past, without study of the municipal needs, conditions, and shortcomings of the immediate past and the present. An ideal text-book of the kind for the young Philadelphian would, we should think, display also the reverse side, so to speak, of the medal, and thus serve to foster not only a due sense of pride in the glories of the remoter past, but a knowledge of present-day abuses and deficiencies, and a determination to remedy them. A keen realization of the mortifying fact that the city of Penn and Franklin, the Mecca of pilgrims to the shrine of American independence, had sunk, through the supineness of her citizens, into a notorious citadel of "bossism" and municipal corruption, might well prove even more useful in the arena of political action to the young Philadelphian than a thorough familiarity with the historical springs of civic self-complacency interestingly set forth by Miss Rhoades in the present volume. Indeed, to go farther, we are inclined to think that American youth in general has lost not a little in point of political judgment and efficiency through the vainglorious or uncritical historical text-book, which, in drawing up our national account, has unduly ignored the debit side of the ledger. Miss Rhoades's little book, however, is, we repeat, good so far as it goes, and recapitulates pleasantly, in a series of brief special chapters, a story the chief features of which should be familiar to every young American. Mr. Edward Brooks, Superintendent of the Philadelphia public schools, supplies a brief introduction, and there is a liberal sprinkling of illustrations.

*The growth of
Nationality.*

Dr. John Bascom has drawn, in his latest volume "Growth of Nationality in the United States" (Putnam), from a course of lectures on the Federal Constitution, some chapters illustrating the country's development under that Constitution out of scattered colonies into a compact whole. Traces of preparation for the class-room appear everywhere, with occasional infelicities of style; yet the reader can easily overlook these, along with a general heaviness in the treatment, if he is assisted to understand such political phenomena as the willingness of John

Jay, a century ago, to give up the unique office of Chief Justice of the United States in order to be Governor of New York. The tendency to nationality, in this "social study," is accepted as inherent, only interrupted by obstacles which it in time overcame: diversity in origin of the different colonies; distance in miles, in cost and time of communication, with consequent scanty intercourse and diverging interests; cessation of the need, with the conclusion of peace, of union for defense; rivalry of States with one another, of States with the general government, and between departments of government; and the social fusion of class and class. These obstacles give titles to successive chapters in which progress toward union is noted, the steps being marked mainly by decisions of the national Supreme Court in its slow but effective work of establishing a closer Federal Union. It is under the last head, "Strife between Classes," that the author will be most likely to meet with criticism; his pronounced views on the relation of the State to corporations, on railroads and the Inter-State Commerce Commission, on "government by injunction," and the income tax, being not only opposed to those of many respected fellow-citizens, but chargeable also with having no close necessary logical relation with the development of his subject. On these points, however, he is fair and sincere: while the *motif* of this chapter, "The prosperity of a people can no longer be defined in terms of wealth merely, or civilization that attaches to classes; it must be defined in terms which express the common social welfare, and run through the body of the nation," stands quite above criticism. The slavery controversy fills its due space in the history, its decision resting on immutable decree: "The impossibility of successfully compromising a moral question lies in the fact that Ethical Law is a vital issue, interlacing all social facts," etc. Not only is this the best of lessons for the instruction of a class of undergraduates, but it is one which many of the nation's legislators might, now no less than fifty years ago, be the better for taking to heart. A good analytical table of contents and a useful list of fifty-six "cases cited" from the Supreme Court reports are provided.

*Readable,
(if apocryphal,
memoirs.*

"The Memoirs of the Baroness Cecile de Courtot, Lady in Waiting to the Princess de Lamballe, Compiled from the Letters of the Baroness to Frau von Alvensleben, and the Diary of the latter by her great grandson, Moritz von Kaisenberg," is the reading of the title page of an outwardly attractive book recently translated from the German and issued by Messrs. Henry Holt & Co. In the preface the editor relates how he found one day, at the bottom of an ancient oak chest belonging to the heirlooms of his family, a packet of letters tied with the usual blue ribbon, and a red velvet album containing a diary which proved to be a veritable treasure trove, and whose translation from the original French, together

with editorial matter, furnish the contents of the present volume. Briefly told, the contents are as follows: The editor gives the *Vorgeschichte* of the von Alvenslebens, an exemplary noble Prussian pair, who receive the Emigrée Baroness de Courtot into their family; the Baroness on several succeeding days relates her story up-to-date, which her hostess immediately writes down in the words of the narrator in the red album; the Baroness resides eight years with the von Alvenslebens, the record of which is furnished by the album; she returns to France, whence she writes seventeen long letters to her benefactors, which are translated in full. The entire book gives the impression of unreality. The marvellous rescue of the heroine from the guillotine by her lover; her recognition of Napoleon at their first interview as the pale-faced cadet who had once rescued her from a mad bull when she was walking under the shade of a red parasol in the fields near Brienne, and whom she had afterwards crowned with a wreath of laurel leaves at the distribution of prizes at its Military College; the return of the supposedly dead lover as a famous soldier,—all this and much more of the same kind bears the appearance of romance. There is also a striking similarity of style in the parts supplied by the editor, the diary, and the letters. If the letters and diary are not genuine, the intimate knowledge of millinery and housekeeping displayed would preclude masculine authorship, nor would an author of the male sex people his pages with so many *sweet* friends, *dear* princesses, and *dear old* uncles and pastors. But however this may be, the book is a good one to add to the list of light summer reading.

*A half-century
of naval
architecture.*

In its original form, when first published ten years ago, Captain S. Eardley-Wilmot's "Our Fleet Today" was a review in outline of the changes that had taken place in the principal fleets of the world during the preceding half-century,—mainly, of course, in the navy of Great Britain. Naval architecture develops apace, and maritime nations have during the past decade been adding with feverish haste to their strength. A new and powerful navy has arisen in the East, and America has recently startled the world with an unexpected proof of the strength and efficiency of her rehabilitated fleet. The Chino-Japanese War and the Hispano-American War have furnished many subsidiary lessons in equipment, structural details, and organization. Captain Eardley-Wilmot has therefore seen fit to revise and to a considerable extent recast his book, with a view of bringing it up to date, and it is now re-issued in attractive form with some important alterations and additions (Scribners' importation). In order to keep the volume within the space limits originally assigned to it, the chapters on foreign navies are omitted from the new edition, which is generally restricted to a history of the development of the British fleet from 1840 to the present day, a period which includes the radical changes from sail

to steam, wood to iron, and smooth-bore guns to rifled ordnance, "quick firers," and torpedoes. Brief accounts of the wars between China and Japan, and the United States and Spain, are added. The book is compact, well written, and acceptably illustrated, and will be found to meet the wants of those in need of accurate general information on the subject. The author is an officer in the Royal Navy.

*Melic poetry
of the Greeks.*

Professor Smyth's "Greek Melic Poets" (Macmillan) is marked by the sure and abundant scholarship which we expect from its author. The notes are catholic in their range. Questions of text criticism, the dialects, metrical theory, and the obscure history of Greek lyric forms, are treated with copious erudition, while literary criticism and illustration are not neglected. Professor Smyth would have made a more useful book for American teachers if he had insisted less rigidly on the scientific distinction between melic poetry and lyric poetry in general. We need for the class-room a convenient annotated edition of the Teubner *Anthologia Lyrica* including both Iambic and Elegiac poets. Professor Smyth could easily have found room for this additional text within his 564 pages by referring the student to the histories of Greek literature for much of the historical material given in his introductions. The proof-reading and printing have been done with care. "Ruffian Boreas" is surely Shakespeare, not Chaucer. And Rossetti's "Combination from Sappho" should read "Forgot it not, Nay! but got it not, for none could get it till now," not "for they could not get it till now."

*Twenty years
of consular
experiences.*

In his "Twenty Years in Europe" (Rand, McNally & Co.) Mr. S. H. M. Byers gives us the cream of his recollections as a consular officer in Switzerland and Italy from August, 1869, to September, 1891. Mr. Byers's book is lively and entertaining, and contains many anecdotes of and letters from notable people, that are worth preserving. Among the letters are fifty from General Sherman, whose name crops up frequently in the narrative. Mr. Byers saw something of General Grant during the latter's tour of Europe. Mr. Byers made many agreeable and noteworthy acquaintances while abroad, and gratified to the full a keen appetite for sight-seeing. His experiences are pleasantly reflected in his book, which is based on a diary kept during the period treated. There are a number of illustrations from photographs.

*Our foreign
civil service.*

Mr. J. E. Conner's "Uncle Sam Abroad" (Rand, McNally & Co.), furnishes in concise form and popular style an elementary yet a fairly critical and comprehensive account of our consular and diplomatic service. The text is cast in the form of five lectures (supposed to be delivered by "Professor Loyal of the University of —") on the several topics: The State Department; Consular Service

— Officers; Consular Service — Duties; Diplomatic Service; Uncle Sam and Expansion. The Appendix contains a tabulated Synopsis of Commercial Treaties, and lists of places and their present incumbents in the two services. A slightly humorous flavor pervades the text, which is further popularized by a sprinkling of comic drawings by Mr. Clyde J. Newman; but serious instruction is the essential purpose of the book. Mr. Conner's views as to the needs and standards of our foreign civil service are sound, and clearly and persuasively put.

*The Nicaraguan
canal and country.*

An interesting description of Nicaragua, its people, government, products, industries, flora and fauna, etc., together with a brief history of the projected interoceanic waterway which promises in time to turn a main stream of the world's traffic through this now comparatively virgin country, is to be found in Mr. W. E. Simmons's "The Nicaragua Canal" (Harper). The book is mainly the fruit of personal observation, and is entertainingly written. Readers sharing the pretty common, but as we now learn mistaken, belief in the insalubrity of Nicaragua, will be surprised to find Mr. Simmons apostrophizing the country as a "land of sunny skies and sparkling lakes; . . . of healthful and delightful climate." "Fever," he adds, "which in the United States are supposed to be the curse of the country, are extremely rare, and it would be hard to find another land in which so little disease of any kind prevails."

BRIEFER MENTION.

"A History of Sanskrit Literature" (Appleton), by Dr. Arthur A. MacDonell, has been added to the series of "Literatures of the World." It is the first history of the subject that has been written in English, a fact which gives it a value quite apart from that which results from its great intrinsic merit. Heretofore, the English reader has had to remain content with Weber's volume, nearly half a century old, and with Professor Max Müller's history of the Vedic period. Since the writer is a competent scholar in his chosen subject, and has made use of the results of the latest scholarship, his volume makes a peculiarly acceptable addition to the useful series for which it has been written.

English readers have taken much interest in Russian literature of late years, and much has been written upon the subject in a fragmentary way. But we have had no good modern manual of the subject and are thus prepared to welcome, in spite of certain shortcomings and defects in perspective, the "History of Russian Literature" (Appleton), which has recently been published by Mr. K. Waliszewski. The writer is rather French than Russian in his standpoint, which makes his book lose something in sympathetic insight, although it probably gains in interest of presentation. It appears as a volume in the series entitled "Literatures of the World."

NOTES.

"Milton's Minor Poems," edited by Mr. E. S. Parsons, is a recent English text published by Messrs. B. H. Sanborn & Co.

"Lawton: An Ode," by Mr. Clinton Scollard, was read last June before the Phi Beta Kappa of Harvard, and is now printed in a neat pamphlet.

"To an English Sparrow" is the title of a copy of verses, written by Mr. William S. Lord, Evanston, and published by him as an artistic booklet.

Messrs. J. F. Taylor & Co. have in preparation a popular edition of the works of Charles Kingsley, from the same plates used in their subscription edition of this author.

Messrs. McClure, Phillips & Co. announce a unique volume claiming Abraham Lincoln as its author. It is a scrap-book Lincoln made up for use in the campaign of 1858, containing, as he said, everything he had ever uttered on the subject of negro equality.

Messrs. D. C. Heath & Co. have just sent us three modern language texts:—Scribe's "Le Verre d'Eau," edited by Dr. C. A. Eggert; Bendix's "Nein," edited by Mr. A. Werner-Spanhoofd; and Elz's "Er Ist Nicht Eifersüchtig," edited by Dr. Benjamin W. Wells.

North's Plutarch's "Alexander the Great," and Ruskin's "Sesame and Lilies," both with introductions and other editorial matter furnished by Mr. H. E. Scudder, have just been published by Messrs. Houghton, Mifflin & Co. in the "Riverside" series of school texts.

"A List of Books in the Reading Room" of the John Crerar Library, just published by the Directors of that institution, makes a dignified pamphlet of two hundred and fifty pages, and comprises about three thousand volumes, which "may be used by the public without any formality."

The Library of Congress is now issuing a series of bulletins of much bibliographical value. Among the latest issues are lists relating to Trusts and to the Government of Dependencies. From the Copyright Office we have an extremely useful compilation of Copyright Enactments from 1783 to 1900.

"Numa Roumestan," translated by Mr. Charles DeKay, and "The Little Parish Church," translated by Mr. George Burnham Ives, have just been sent us by Messrs. Little, Brown, & Co. They are uniform with the other volumes of Daudet issued by these publishers, and have attractive frontispieces.

Messrs. Isaac Pitman & Sons have in press for early publication "Pitman's Twentieth Century Dictation Book and Legal Forms," being an American commercial dictation book for schools, without reference to the system of shorthand taught. The firm will also issue, about September 15, "Robinson Crusoe," in Isaac Pitman's phonography.

A "Logical Chart for Teaching and Learning the French Conjugation," by Mr. Stanislas LeRoy, is a recent pamphlet publication of Mr. W. R. Jenkins. The same publisher sends us two Spanish texts:—"Fortuna y Otros Cuentos," by Señor R. Díez de la Cortina; and "Temprana y con Sol y Tres Otros Cuentos," by Señora Bazan, the latter edited by Señor de la Cortina.

"The Private Memoirs of Madame Roland," edited by Mr. Edward Gilpin Johnson, will shortly be issued by Messrs. A. C. McClurg & Co. The work is based upon a translation made from Bosc's original edition of the

memoirs, published at London within two years after Madame Roland's death. It will be the first English translation since the above very scarce English edition. The volume will contain a number of full-page illustrations.

The University of Illinois has fallen into line with many of its fellow institutions by inaugurating a series of "University Studies," which will appear at irregular intervals. The first number of the series is by Dr. D. K. Dodge, and has for its subject "Abraham Lincoln: The Evolution of His Literary Style"—an interesting subject, certainly, and treated with discernment.

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